

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY



**ST LAWRENCE PRIMARY SCHOOL  
DERRIMUT**

**2017**

REGISTERED SCHOOL NUMBER: 2069



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Photography by Chris Matterson

## Contact Details

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## Minimum Standards Attestation

I, Julie Corsaletti, attest that St Lawrence Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

6 March 2018

## Our School Vision

At St Lawrence Primary School we strive to develop our relationship with God through positive and inclusive relationships with all members of the school community.

We promote a learner-centred approach for all, through good practice informed by feedback, so as to foster life-long learning, critical thinking and civic responsibility.



## School Overview

During 2017 our enrolment numbers continued to grow to 474 students in 19 class groups.

We belong to the parish of St Peter Chanel in Deer Park. 80% of our students were Catholic. The next largest group were Orthodox. Most staff were Catholic and we also have staff from other Christian denominations. Our school building was used as a worship space for our school community as well as for parishioners once a month. The priests from St Peter Chanel came to our school each week for a class liturgy or school Mass. We also gathered for community prayer every Monday morning with families.

The major ethnic groups represented in the school were: Australian 28%, Filipino 21%, African 14%, Indian 10%. 46% of students came from a language background other than English. This was much higher for the parent community.

19% of families had a Health Care Card. 28 children received Students With Disabilities funding. We had 16 Learning Assistants supporting students at risk.

Our specialist programs were Physical Education, Performing Arts and Visual Arts. Our Language program was incorporated into our Arts program and we taught Bahasa Indonesian. We had 2 language assistants who are native speakers supporting the Arts teachers.

During 2017 we constructed the Prayer Garden which was co-designed by our Grade 6 students.

We also planned for the construction of a sporting oval which we expect to open in 2018.





## Principal's Report

During 2017 we started working towards our strategic intent of becoming a high performing school. We worked in a number of different areas to achieve this including:

- Challenge Based Learning and Apple: We continued to work with an Apple Distinguished Educator to plan our Inquiry units and Challenge Based Learning. This has upskilled our teachers and students in the use of itunes U courses and ipads as a learning tool
- We continued working in partnership with Scienceworks to develop our STEM (Science, Technology, Engineering & Maths) curriculum
- We continued to use the Lesson Study model to focus on teacher practice
- We continued to improve our language program through participation in the Enhancing Language Learning program. We hosted visits by a number of schools to share and learn from us



## Education in Faith

### Goals & Intended Outcomes

To assist all in the St Lawrence community to live the Catholic faith based on a contemporary understanding of scripture, tradition and Catholic social teaching.

That staff and students demonstrate the school's Catholic culture incorporating Catholic social teachings in all aspects of school life and have the school community make more explicit links between faith and Catholic Social Teaching.

### Achievements

The School Improvement Surveys showed the Catholic Culture Index for all stakeholders was above the 75<sup>th</sup> percentile and also above the mean for Australian Catholic schools.

The Enhancing Catholic School Identity report indicates that the school has a strong Catholic identity with all 3 of the survey results being in the preferred positions.

### VALUE ADDED

To assist staff in faith development and a contemporary understanding of scripture, traditions and social teaching, we incorporated the 'Going Deeper' program into our staff prayers. We also had a professional learning day with Paul Spence to reflect on and deepen our understanding of Catholic faith.

We have established a Social Justice student leadership team. This team of Grade 6 students have lead our efforts to support the work of The St Vincent de Paul Society. They have also facilitated the school Mass preparations.

We have strengthened and promoted Catholic traditions in our school by inviting families to religious events such as school Masses, class liturgies and community prayer. With the opening of the new Community Centre we have been able to provide a more suitable space for parish Masses as well. Many school families have attended the monthly parish Mass due to the school staff also being involved.

The Learning & Teaching team have included a focus on Religious Education so that teacher practice and student engagement in Religious Education has been enhanced.

Staff participated in professional learning on the new Religious Education Frameworks in order to introduce them in 2018.

## Learning & Teaching

### Goals & Intended Outcomes

To embed the school's learner centred pedagogies with a focus on strengthening a challenging and stimulating learning environment.

That student outcomes in Writing and Number will improve across the school.

That more students are represented in the top two NAPLAN bands.

That engagement for all learners will be strengthened across all curriculum areas.

### Achievements

62% of year 3 students were in the top two NAPLAN bands for literacy.

38% of year 5 students were in the top two NAPLAN bands for literacy.

There were 110 points growth in Maths from year 3 to 5 (79 is the expected growth).

There were 88 points growth in Spelling and Grammar & Punctuation from year 3 to 5 (79 is the expected growth).

We have continued to strengthen student engagement by:

- Further developing Challenge-Based Learning from Grade 3 to 6
- Continuing to work with an Apple Distinguished Educator to ensure the use of digital learning tools is informed by good pedagogy
- Continuing to work in partnership with Science Works to develop a STEM (Science, Technology, Engineering, Maths) program
- Strengthening our Arts/Language program and participating in the Enhancing Language Learning program

### STUDENT LEARNING OUTCOMES

A minimum of 97.2% of Year 3 students have been at/above minimum standard in NAPLAN testing in Reading and Writing for the last 3 years. There has been a steady improvement in Numeracy, Spelling and Grammar & Punctuation over the last 3 years for Year 3 students.

In the last 3 years the NAPLAN results for Year 5 students achieving at/above the minimum standards have been above 96.1% for Numeracy, Reading, Spelling and Writing.



## Student Wellbeing

### Goals & Intended Outcomes

To further develop and embed social and emotional learning in all curriculum areas and social relationships.

That students will strengthen resilience, self-management of their behaviour and demonstrate positive relationships in their interactions with others.

That student learning and learning confidence will strengthen.

### Achievements

The relative strengths identified in the School Improvement surveys of students were connectedness to school, student motivation and relationships with teachers.

The Resilient Youth surveys indicated that students have a strong sense of belonging to school; understand boundaries and expectations; and feel that the adults in their lives are supportive.

*Non-attendance is monitored by the principal, class teachers and Admin staff. Families are expected to provide reasons why children are absent from school. The class teacher and/or principal meet with families when there is a concern about absenteeism. If necessary, a Support Plan is put in place by the principal and family to address inadequate attendance.*

### VALUE ADDED

We have continued to implement a number of strategies to enhance social and emotional learning at St Lawrence. These include:

- Providing the services of a psychologist
- “Star of the Week” at assembly each Friday with the families
- Student leadership programs
- the Environment Team; the Arts Club; the Glee Club
- Personal Safety program
- School-Wide Positive Behaviour Support
- The Peaceful Kids program

These strategies give students the opportunity to develop personal and social capabilities.

## STUDENT SATISFACTION

The School Improvement Surveys showed that the following indicators were over 90% favourable:

- Connectedness to school
- Teacher empathy
- Purposeful teaching
- Learning confidence
- Student motivation
- Connectedness to peers



## Child Safe Standards

### Goals and Intended Outcomes

At St Lawrence Primary School we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.

*The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: that is why the promotion of the human person is the goal of the Catholic school (Congregation for Catholic Education 1997, n. 9)*

### Achievements

In 2017 we worked on the ongoing implementation of the Child Safe Standards. The school leaders worked with staff and the school community to ensure that a culture of child safety was embedded in the school. This involved implementing a number of strategies including:

- Visitor sign-in system which requires Working With Children Check card
- Training of classroom helpers which includes Child Safe practices
- Modification of supervision practices at the swimming program
- Requirement of all adults who volunteer in the school to have a Working With Children Check
- All staff completing online training for Mandatory Reporting
- Staff recruitment practices which address child safety
- Staff induction which includes child safety practices
- Implementation of a Personal Safety program for students



## Leadership & Management

### Goals & Intended Outcomes

To further develop a culture characterised by shared vision, distributed leadership, collaboration and which reflects a strong Performance and Development understanding.

That school organisational climate particularly in relation to appraisal & recognition, professional growth and teacher confidence will improve.

### Achievements

We have been successful in nurturing a culture characterised by a shared vision. We have refined our Vision Statement in consultation with staff; we use it frequently as a point of reference with staff, students and the School Advisory Board. We have had evidence of student leaders having a good understanding of the Vision Statement in action in our school.

We have been successful in building distributed leadership not only for staff, but for students and families as well. For staff, we have a large leadership team which consists of staff with Positions of Leadership as well as assistant leader roles. We have enabled student voice by consulting them about school matters and supporting the student leadership roles. Student leaders were instrumental in designing the Prayer Garden and the statue of Saint Lawrence which will be permanent instalments in our school. For families, we have further developed the School Advisory Board; have many families from different cultural backgrounds organising activities for our annual Community Day; and continued to develop our fundraising teams to give more families opportunities to participate. We have raised the profile of family-school partnerships and provided more opportunities for families to have a voice through Community Conversations and Learning Walks.

A culture of collaboration is a strength within our school. This is evidenced in facilitated planning; professional learning team meetings for teachers and learning assistants; development and evaluation of Performance & Development plans; open forums and 'check-ins'; whole school approach to professional learning; communication between teachers and learning assistants about student needs/progress.

We have created a culture which enhances performance and development as feedback is valued by all staff. We have a supportive culture for professional dialogue. Teachers have been very enthusiastic about using the Lesson Study model to improve their teaching. All staff have participated in learning walks to gain insights. We have also focused on Workplace Wellbeing in response to staff workload and wellbeing.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2017**

Leaders participated in the following professional learning:

- Principal network
- Deputy Principal network
- Learning and Teaching network
- Maths Cluster
- Literacy Network
- ICT Network
- Student Wellbeing Cluster
- Religious Education Network
- Modern Language Teachers Association of Victoria

Staff participated in professional learning for:

- Language
- Religious Education
- Workplace Wellbeing
- Students with Disabilities
- Library network
- STEM
- Challenge Based Learning
- Questioning and feedback strategies

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL****32****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$4960****TEACHER SATISFACTION**

The School Improvement Surveys showed that the school's organisational climate and the teaching climate are both significantly higher than the mean for Australian schools. The survey showed improvement in teamwork and that our relative strengths are ownership, respect for students, teacher confidence and quality teaching.



## School Community

### Goals & Intended Outcomes

To nurture partnerships which support student learning and wellbeing.

That strategic family and broader community partnerships will enhance and enrich student learning and wellbeing.

### Achievements

We have continued to build on successful partnerships during 2017. A group of staff travelled to Indonesian to visit our sister school, Sekola Alam, during the term 1 holidays. We also continued our partnership with Science Works to further develop our STEM program. We have a shared understanding amongst our school leaders that we all have a responsibility to look outwards in order to best support our learning community.

We continued to communicate with families about their child's learning via the SeeSaw app. This application allows students and staff to post work samples and annotations so that families can view their child's work and make comments.

We have continued to communicate information with families via a variety of modes including a hard copy newsletter, the Skoolbag app, email and the school website. We continue to post events on the family google calendar.

### PARENT SATISFACTION

In the parent responses to the School Improvement Surveys the relative strengths were student safety, parent partnerships and transitions. There was also an improvement in perceptions of classroom behaviour.

## Future Directions

In 2018 we would like to address an ongoing concern regarding student wellbeing by participating in THE RESILIENCE PROJECT. This will involve staff training, a family information evening, student workshops and weekly lessons. We hope to build student resilience through focusing on GRATITUDE, EMPHATHY and MINDFULNESS.

We are also working towards becoming an APPLE DISTINGUISHED SCHOOL. This will include our teachers being accredited as APPLE TEACHERS.

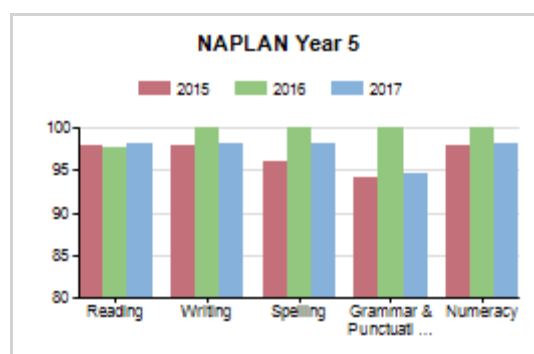
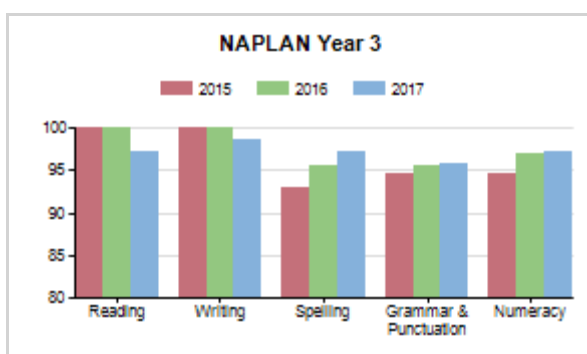
We hope to complete construction of a sports oval so that students will have appropriate facilities for soccer, football, volleyball, running tracks and long jump pit.

In 2018 we will install the statue of SAINT LAWRENCE at the entry to our school.



## VRQA Compliance Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	94.6	95.5	0.9	95.8	0.3
YR 03 Numeracy	94.6	96.9	2.3	97.2	0.3
YR 03 Reading	100.0	100.0	0.0	97.2	-2.8
YR 03 Spelling	92.9	95.5	2.6	97.2	1.7
YR 03 Writing	100.0	100.0	0.0	98.6	-1.4
YR 05 Grammar & Punctuation	94.1	100.0	5.9	94.6	-5.4
YR 05 Numeracy	98.0	100.0	2.0	98.2	-1.8
YR 05 Reading	98.0	97.7	-0.3	98.2	0.5
YR 05 Spelling	96.1	100.0	3.9	98.2	-1.8
YR 05 Writing	98.0	100.0	2.0	98.2	-1.8



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	94.73
Y2	93.62
Y3	94.79
Y4	94.55
Y5	94.65
Y6	96.26
Overall average attendance	94.77

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.95%

STAFF RETENTION RATE	
Staff Retention Rate	93.10%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	24.14%
Graduate	6.90%
Certificate Graduate	10.34%
Degree Bachelor	96.55%
Diploma Advanced	13.79%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	34
FTE Teaching Staff	28.900
Non-Teaching Staff (Head Count)	21
FTE Non-Teaching Staff	21.403
Indigenous Teaching Staff	0

**NOTE:**

The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)